

***NEW HAMPSHIRE SPECIAL EDUCATION
MONITORING AND IMPROVEMENT PROCESS***

FINAL REPORT

LEA/PRIVATE FACILITY: NH YOUTH DEVELOPMENT CENTER

Date of Report: 6/30/2000

Submitted by:

Name: Claire Pstrasgowski, Principal
Address: 1056 N. River Road, Manchester, NH 03106
Phone: 603-625-5471, X224
Fax: 603-665-9381
E-mail:

Superintendent or Executive Director Signature:

Theodore Prizio, Director of Education

Date

1. Introduction

INTRODUCTION:

The NH Youth Development Center (YDC) is the State Correctional Facility for adjudicated youth in New Hampshire. The faculty includes NH-certified Teachers, Teacher/Consultants, Teacher Assistants, Media Generalist, School Psychologist, Special Needs Coordinator, Vocational Placement Coordinator, Guidance Counselor, Principal and Education Director. There are six class periods a day, each fifty minutes in length. The school day is five and one half hours long and starts at 7:55AM. The school year is in session from September to June, just like public school. The State Department of Education has evaluated and approved our special education programs. Education Counts And So Do You is the title of the Student Handbook and each student is given a copy upon enrollment. A Team Teacher helps each student understand the contents of the Student Handbook. In this way, we assure students they can have a successful start from day one. A copy of the Student Handbook is available to inquiring parents. Two Open Houses are held each school year, in early October and mid April. Parents are encouraged to attend and tour the school and meet with each teacher to review their child's progress. Parents are also notified and invited to attend the Student-of-the-Month Recognition Breakfast when their child has achieved the Student-of-the-Month Award. In June, a Graduation and Awards Ceremony is held and students are recognized for this achievement of awards and diplomas.

Assigning Classes: The Principal and Guidance Counselor schedule classes based upon information derived from the following sources: Results from educational tests, communication with the school personnel from the public school last attended, an interview with the child, orientation to vocational education and educational transcripts. Enrollment in classes is based upon a student's need for the program, and is absolutely nondiscriminating in process in procedure.

Students With Educational Disabilities: The Special Needs Coordinator works directly with the school districts in developing an appropriate Individual Education Program (IEP) for each educationally disabled student sent to the YDC. The public school personnel are aware of the educational programs and services at the YDC. Teacher/Consultants serve as case managers to disabled students and monitor the successful implementation and achievement of their IEP objectives. Regarding students suspected of having an educational disability, the Special Needs Coordinator contacts the school district and refers the student for evaluation.

Meeting Student's Individual Needs: Class size ranges from 6 – 12 students, enabling the teacher the opportunity to provide individual attention. Since the population is transient, entering and exiting throughout the school year, teachers must prepare instruction that is individualized to meet each student's needs. Teachers pre-test students to determine academic strengths and weaknesses and then prepare instruction to meet individual needs. Teachers work closely with the students teaching them how to act responsibly and to be responsible for their actions, in addition to improving their basic skills, vocational technical skills and independent living skills.

Student Achievement Through School: While enrolled in the YDC school, students have the opportunity to achieve:

1. Success through improved basic skills, life skills, technical skills;
2. An eighth grade diploma;
3. Units of instruction required for high school graduation from public school;
4. Job Title Certificates in vocational education, allowing them to be competitive for entry-level employment in the community;
5. A GED certificate;
6. Special Recognition Awards and Student-of-the-Month Awards.

Helping Students Re-Enter The Community Successfully:

The Special Needs Coordinator works with the public school personnel making sure the educationally disabled student's transition back into school is a smooth one. Four times a year, the disabled student's progress on IEP goals and objectives is summarized on a written progress report and is sent to the public school's case manager and to the student's parent or guardian.

The Vocational Placement Coordinator strives to place vocational students into job training programs or job sites upon the student's release from YDC.

An official transcript is prepared identifying the student's academic achievements while at the YDC. Upon notification that a student will be enrolling into another school, the YDC Guidance Office shall send/fax an official transcript to that school's guidance department.

Job Title Certificates serve as personal resumes for students to show prospective employers when applying for entry-level employment.

THE LIST BELOW REPRESENTS THE SUBJECTS AND PROGRAMS TAUGHT:

VOCATIONAL EDUCATION

Auto Technology
Building Construction
Business Education
Food Service
Marketing Education

PRE-VOCATIONAL EDUCATION

Computers: Literacy, Applications, Advanced Application
Health I – Bodyworks and Wellness
Health II – Healthy Self
Introduction to CADD (Computer Assisted Drawing & Design)
Life Skills
Living Skills
Wood Technology

ACADEMIC PROGRAMS

American Government/Civics
Art
Biology
Economics
English, Language Arts and Reading
General Education Development (GED)
General Science: Earth, Life, Physical
History: New Hampshire, United States, World
Law
Mathematics:
 General, Career and Consumer
 Vocational Application
 Algebra I, Geometry
 Algebra II, with Trigonometry
Physical Education
Social Studies

LISTED BELOW ARE THE JOB TITLE CERTIFICATES THAT CAN BE ACHIEVED BY STUDENTS IN EACH VOCATIONAL PROGRAM:

AUTO TECHNOLOGY

1. Service Attendant
2. Tire Changer/Repairer
3. Brake Repairer
4. Muffler Installer
5. Engine Performance Helper
6. Front-end Alignment Helper

BUILDING CONSTRUCTION

1. Construction Laborer
2. Carpenter's Helper

BUSINESS EDUCATION

1. General – Ledger Bookkeeper
2. Office Clerk
3. Word Processing Operator I
4. Word Processing Operator II

MARKETING EDUCATION

1. Cashier
2. Salesclerk/Salesperson

FOOD SERVICE

Front of the House

1. Dining Room Attendant
2. Service Assistant
3. Waitperson
4. Counter Attendant
5. Ice Cream Fountain Server

Back of the House

1. Kitchen Helper
2. Baker's Helper
3. Salad Maker
4. Sandwich Maker – Cold
5. Sandwich Maker
6. Short Order Cook
7. Cook's Helper

Our purpose in participating in the New Hampshire Special Educational Monitoring and Improvement Process was to conduct a self-study of our Education Dept. for the purpose of school improvement. Our goal was to choose a focus question that would identify and address an area that we would like to know more about regarding ourselves to improve our performance and effectiveness in our school and at the same time improve the perception of others regarding our efforts.

We chose the following focus question: “What are the strengths and weaknesses of the YDC school program and services and how do they need to be improved regarding academic, critical thinking, skills, socially-appropriate behavior and transition?”

We collected data through case studies, surveys and interviews. By carefully selecting the questions, we were able to adequately assess and determine areas for improvement. Interviews included residential, educational, clinical staff and administration at YDC as well as Judges, JSO, Lawyers, Police, Attorney General, parents, educators and elected officials outside of YDC.

Surveys were distributed to all YDC departments including business, maintenance, kitchen, medical, cottage, school and students as well as JSO's, legislators, Senators, Judges, parents, school personnel and group homes outside of YDC.

Case studies were conducted on five (5) students. Four (4) assessments were given:

- ART – Aggression Replacement Training Skills Streaming Survey
- Weschler Individual Achievement Test
- Psychological Assessment
- Auditory and Visual Functioning

The studies assessed where the student was exhibiting success, experiencing difficulties, patterns of performance, indicators of success, indicators of difficulty, and implications for discussions regarding our focus question.

2. The IDEA Team

THE IDEA TEAM

Our IDEA Committee consisted of the following internal members:

- Claire Pstragowski, Principal, Co-Chairperson
- John Dawson, Social Worker, Co-Chairperson
- Ted Prizio, Education Director, NH Div. of Youth Development Services
- Ann Roberts, Special Needs Coordinator, Compliance Review Chairperson
- Tracy Bellemare-Encarnacao, Guidance Counselor, Case Student Co-Chairperson
- Bill Grisanzio, School Psychologist, Case Student Co-Chairperson
- Ann Albert, Math Teacher, Interviews (In-House) Chairperson
- Jill Cohen, Life Skills Teacher, Interviews (Out-of-House) Chairperson
- Laurel Dudley, English & GED Teacher, Surveys (Out-of-House) Chairperson
- Nancy Reilly, Business Education & Computer Literacy Teacher, Surveys (In-House) Chairperson
- Rayne Payeur, Stenographer
- Maryclare Heffernan, Technical Assistance from SEREC

The following names were the external team members assigned to the Youth Development Center for the completion of our compliance review:

- Karen Burkush, Director Student Services, Manchester School District, SAU 37
- Michael Callaghan, Educator, Memorial High School, SAU 37
- Margaret Edgecomb, Special Educator, Franklin High School, SAU 18
- Beth Falzone, Assistant Administrator, Spaulding Youth Center
- Carol Kosnitsky, Director of Student Services, Hopkinton School District, SAU 66
- Dawn Mari Neuguth, Integration Facilitator, Amherst School District, SAU 39

3. Schedule of IDEA Meetings/ Activities

IDEA Team Training Meeting Minutes

9/8/99



Members Present: Claire Pstragowski (Co-Facilitator), John Dawson (Co-Facilitator), Ted Prizio, Ann Roberts, Tracy Bellemare, Nancy Reilly, Laurel Dudley, Ann Albert and Jill Cohen

Members Absent: School Psychologist

Opening Remarks:

The meeting came to order at 8:30AM with opening remarks provided by SERESC representatives. Team members were welcomed and each member of the SERESC management team provided an overview of their responsibilities. A NH Department of Education representative updated attendees on SPEDMIP policy.

Poster Creation:

At 9:15AM, each team embarked on the first morning activity creating a poster denoting their identity, their role and overall feeling of the group.



SPEDMIP Binder:

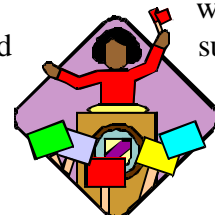
SERESC personnel reviewed the SPEDMIP binder sharing philosophy, monitoring & improvement process components and a general walk-through with IDEA team members.

Work Session:

The first brainstorming session dealt with the team's potential focus questions. The following suggestions were entertained:

- Ann Albert would like to track vocational students to determine success rates in their vocational program. It was suggested all students could be tracked to determine success rates.
- Ted Prizio/Claire Pstragowski would like to ascertain how other agencies and individuals with which we work, interface and/or provide service for perceive us.
- Tracy Bellemare suggested focusing on the three main components: Basic Academics, Critical Thinking and Social Skills.
- Jill Cohen wishes to educate all parties on issues that we have little or no control over in an attempt to improve the situation or accept our limitations when necessary.

The recurring theme appeared to center around educating the community about determining what people think and correcting inaccuracies. All members voiced additional ideas related to the same main theme.



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support and

The next **IDEA Team Meeting** is scheduled for **9/20/99 @ 2:00PM**
in the YDC staff room.

AGENDA

IDEA Team Meeting 9/20/99, 2:00PM-3:00PM YDC Staff Room

I. Introduction of Roles

Co-Facilitators - Claire Pstragowski/John Dawson

- Focuses energy of the group on a common task;
- Suggests alternative methods and procedures;
- Protects individuals and their ideas from attack;
- Encourages everyone to participate;
- Helps the group find win/win solutions;
- Coordinates pre- and post- meeting logistics.



Timekeeper and Minutes - Rayne Payeur

- Use the agenda to guide the group in using time allotments;
- Remind the group when time is running out for an agenda item;
- Assist the group in renegotiating agenda when necessary;
- Assist the group in staying on task by reminding them of remaining time. This is especially important to bring "birdwalkers" back to the group's work;
- Keeps the minutes of each meeting and get them back to team members with next agenda.

Recorder - To be determined at meeting #1

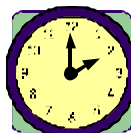
- Captures basic ideas on large sheets of paper in full view of the group
- Uses the words of the speaker;
- Records enough of the speaker's ideas so they can be understood later;
- May lag behind, but that's ok. If the recorder gets lost or didn't hear, he/she may stop the group and ask people to slow down..

Team teachers will organize and head research for individual group assignments and distribute workload among the members in their group. They will present updates of the groups efforts at the monthly meetings.

II. Purpose of Group:

This is a self-study process for school improvement. Our goal is to choose a focus question that will identify and address an area that we would like to know more about regarding ourselves to improve performance and effectiveness in our school and at the same time improve the perception of others regarding our efforts.

III. General Rules:



- a. We start on time.
- b. We review minutes and then new agenda
- c. All need to be present to report updates. If a member is unable to attend, they must assign an alternate to be present in their place.
- d. Everyone has equal voice.
- e. Summarize meeting and assign responsibilities.
- f. End on time.
- g. As it is almost certain to be difficult to find consensus (unanimity) in all issues, we will vote on all issues by majority.

Group will entertain other ground rule suggestions and vote on all suggestions.

IV. Quick review of Components of the Monitoring and Improvement Process (see attached)

V. First Assignment - Focus Question



VI. Wrap Up

- Summarize meeting
- Review Assignments given

VII. Feedback from participants

"He who stops being better stops being good."
- *Oliver Cromwell*

Source: The Master Teacher, Volume 31, Number 8

IDEA Team Meeting Minutes

9/20/99



Members Present: Claire Pstragowski (Co-Facilitator), John Dawson (Co-Facilitator), Ted Prizio, Ann Roberts, Tracy Bellemare, Nancy Reilly, Laurel Dudley, Ann Albert, Jill Cohen, Mary Claire Hefferman (Technical Assistance) and Rayne Payeur (Stenographer)

Members Absent: School Psychologist

Opening Remarks:

The meeting came to order at 2:08PM. As Mary Claire was new to the group, members introduced themselves and their positions. After a brief review of the previous meeting's minutes, members moved to agenda items.

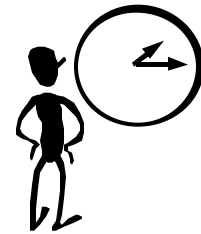
Introduction of Roles and Purpose of Group:

Preliminary information regarding roles and group purpose was discussed. Tracy Bellemare volunteered for the role of "Recorder" for the duration of the IDEA team meetings. Information placed on the erasable board will be transferred over to hard copy.

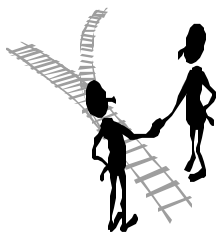
General Rules:

Preliminary rules were discussed and the IDEA Team established the following:

- a) Meetings will be held the third Monday of each month.
- b) Meeting times will be 2:15 - 3:15.
- c) Meetings will begin on time.
- d) Meetings will end on time.
- e) Previous meeting minutes and new agenda will be reviewed at the onset of each meeting.
- f) All members must be present at each meeting. If circumstances prevent member attendance, an alternate must be assigned to attend.
- g) Everyone has equal voice.
- h) Summarize meeting and assign responsibilities.
- i) One discussion at a time to be moderated by the co-facilitators.
- j) As it is almost certain to be difficult to find consensus (unanimity) in all issues, we will vote on all issues by majority.



John, having gone through this process at YDSU, offered several suggestions to help the team:



- Activities involving the use of resources should go through Ted and Claire.
- Let team members know if information discussed is exceeding your comfort level.
- John likes consensus regarding decision-making. Mary Claire suggested that individuals don't have to agree, however, they should agree not to sabotage majority decision. In other words, team members that don't agree with a decision should attempt to enforce it in a positive manner.

Components of the Monitoring and Improvement Process:

Claire distributed "Components of the Monitoring and Improvement Process", 99-00, for review. John distributed a printout from the SERESC website and discussed the planner used by YDSU. YDSU's focus question was determined distributing surveys. JSO's, faculty members, current and former clients were surveyed. The inclusion of self-addressed stamped envelopes increased Interpretation of data took some number crunching. Interns did an intensive some students with interviewees being chosen from initial survey respondents. review portion consisted of a self-study - similar to self-monitoring done for James O. The final report included areas identified as needing improvement. Additionally, YDSU set aside a portion of the report showing areas the team wanted to work on, how it would be accomplished and a timeframe.



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John offered assistance to those individuals lacking group work experience.

Focus Question:

Team members reviewed a handout showing previous group questions and Ted read questions from the April 11, 1997, NH SPEDMIP report. The following received positive responses and were written on the board by the Recorder:

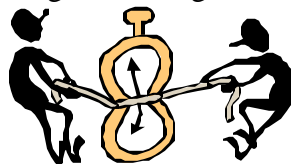


1. How well do they do when they leave us?
2. In what ways are special needs students experiencing academic and social success in their educational programs? (H)
3. SAU 63: Providing a continuum of services that appropriately meets the needs of its students?

The YDC IDEA Team is looking for a focus question that would entail factors contributing to our success or failures as well as individual perceptions of YDC by other groups. There is a chance that we can't obtain this information because residents return to such an open-ended environment. Mary Claire suggested surveying alumni. Unfortunately, there may be some issues regarding confidentiality.

Action:

- 1) Team members will submit focus question suggestions to Claire by 10/4/99.
- 2) Rayne will provide Nancy and Ann A. with copies of the NH SPEDMIP "Sharing of Exemplary Practices" (4/11/97) sample focus questions. Original to be given to Ted.



The meeting adjourned at 3:06PM.

The next **IDEA Team Meeting** is scheduled for **10/18/99 @ 2:15 - 3:15PM**
in the YDC staff room.

AGENDA

IDEA Team Meeting 10/18/99, 2:15PM-3:15PM YDC Staff Room



VIII. Review minutes of 9/20/99 meeting.

IX. Discussion on focus questions submitted by Team Members

- Each focus question* will be presented to Team by its originator
- New ideas and suggestions will be entertained by the Team
- Examples of things to consider:
 - Strengths of our program
 - Areas for improvement
 - Success areas/lack of success areas
 - Cooperation between Special Ed. Teachers and regular Education teachers, vocational teachers
 - Collaboration between areas



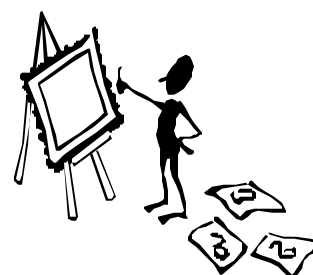
X. Review of example focus questions

XI. Decision on focus question for YDC

XII. Direction for November meeting

- Assignments: Suggestions on establishing committees on surveys, interviews and case studies to be submitted 11/15/99.

XIII. Wrap-up. Feedback



*Suggested questions listed on back

*"...we must never wipe out or deride the differences amongst us -
for where there is no difference, there is only indifference."*

- Louis Nizer

Source: The Master Teacher, Volume 31, Number 3

IDEA Team Meeting Minutes

10/18/99



Members Present: Claire Pstragowski (Co-Facilitator), John Dawson (Co-Facilitator), Ted Prizio, Ann Roberts, Tracy Bellemare, Laurel Dudley, Ann Albert, Jill Cohen, Jane Bergeron-Beaulieu (Technical Assistance) and Rayne Payeur (Stenographer)

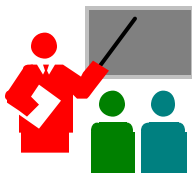
Members Absent: School Psychologist and Nancy Reilly

Opening Remarks:

The meeting came to order at 2:22PM.

Focus Question:

Individual focus questions were reviewed by the group. The discussion centered around successful transitioning of students to the outside and public relations measures that could be conducted to make the public more aware of YDC's academic programs. Certain variables can't be controlled (i.e. family issues, etc.). Informing core groups such as police, legislators, teachers, etc. of YDC programs, staff qualifications



and successes would widen community perceptions of YDC and help improve former resident's ability to reintegrate. Transitioning obstacles were discussed and will be included as a sub-set of the focus question. Some of this information will come out as part of the survey process and will be included in the improvement plan. Ultimately, the following focus question and subsets were developed by the team:

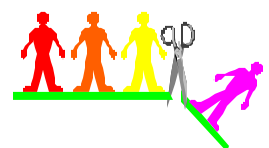
What are the strengths & weaknesses of the YDC school programs and services and how do they need to be improved?

- Academic skills
 - Critical thinking skills
 - Socially appropriate behavior
- Transition**

The following items are needed to adequately assess the question and determine areas for improvement:

- Interviews
- Case Studies
- Surveys
- Compliance Review
- Surveying different groups YDC interfaces with (i.e. schools, JSO's, cottages, teachers, students etc.)
- Pre/Post Math/English tests
- Pre/post 10 Worker Attitudes and Social Skills Survey
- Intervention log (CTS)
- Look at curriculum and see if we are intertwining CIS
- National Standards/Frameworks

Interviews will be determined based on survey responses. John Dawson suggests administering the "Auchenbach" child behavior checklist when residents enter and exit YDC. This instrument is widely recognized and was normed on kids in



this area. Critical thinking can be measured through intervention logs and case studies. Daily point sheets can be used to measure success in socially-appropriate behavior. Academic skills measurements will include pre and post testing, National Standards and National Frameworks.

Meeting Conclusion:

At this point one hour meetings are working. Meetings may be expanded once sub-committees are established.

The IDEA Team must submit their focus question and activities timeline to Maryclare Heffernan by November 1 (the 10/30 deadline falls on a Sunday).

Action:

1. Jane Bergeron-Beaulieu will submit a contact list for standards, testing, etc. to Claire.
2. The November IDEA Team Meeting will have a new focus on its
3. Co-facilitators John Dawson and Claire Pstragowski will meet on Wednesday, 10/20/99, @ 12:30 to sketch out SERESC submittal.
4. The IDEA Team will meet Monday, 10/25/99, 2:15 - 3:15 to and approved SERESC submittal.
5. Claire Pstragowski will provide SERESC with a copy by Monday, 11/1/99.



agenda.

review

The meeting adjourned at 3:15PM.

The next **IDEA Team Meeting** is scheduled for **10/25/99 @ 2:15 - 3:15PM**
in the YDC staff room.

AGENDA

**IDEA Team Meeting
10/25/99, 2:15PM-3:15PM
YDC Staff Room**



- XIV. Review minutes of 10/18/99 meeting.
- XV. Review of Focus Organizer
- XVI. Review and Assign Participants on Timeline of Activities
- XVII. Wrap-up. Feedback



*"Change is the law of life and those who look only
to the past or the present are certain to miss the future."*

- John F. Kennedy

Source: The Master Teacher, 10/99

Suggested Focus Questions:

Jill Cohen:

- What skills do students learn at YDC for transitioning to the world outside?
- How are we preparing students to transition to outside school/jobs?
- How does the perception of others affect the success of our students as they transition to the least restrictive environment?

Ann Roberts:

- What are the strengths and weaknesses of the YDC programs and services?
- How do programs and services need to be improved?

Ann Albert:

- How can YDC, as part of the Manchester community, become more effective in promoting positive feedback in regards to school successes?

Tracy Bellemare:

- How well does our school do in teaching our students basic academic skills, critical thinking skills and more socially appropriate behavior?

Nancy Reilly:

- What, if any, improvements do you feel can/should be made to educate our population (both regular and special education students) at YDC?
- How well does our population transition when returning to public school and/or the work force?
- Nancy still likes Claire, Ted and Jill's questions discussed at the initial meeting.

Laurel Dudley:

- Does not have a focus question.

IDEA Team Meeting Minutes

10/25/99



Members Present: Claire Pstragowski (Co-Facilitator), John Dawson (Co-Facilitator), Ted Prizio, Ann Roberts, Tracy Bellemare, Laurel Dudley, Ann Albert, Jill Cohen, Harvey Harkness (Technical Assistance) and Rayne Payeur (Stenographer)
Members Absent: Tracy Bellemare, Nancy Reilly and Bill Grisanzio

Opening Remarks:

The meeting came to order at 2:22PM.

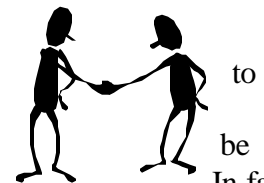
Review of Focus Organizer:

The IDEA submittal Co-Facilitators Claire Pstragowski and John Dawson drafted was presented to the team. After a brief discussion, team members volunteered to lead the following group activities:

- | | |
|---|---|
| • Case Studies: Tracy Bellemare | • Compliance: Ann Roberts |
| • Private Facility Application:
Claire Pstragowski/John Dawson | • Surveys (Out-of-House): Laurel Dudley |
| • Surveys (In-House): Nancy Reilly | • Interviews (Out-of-House): Jill Cohen |
| • Interviews (In-House): Ann Albert | • Final Report & Corrective Action:
John Dawson/Claire Pstragowski |

Team leaders will select their individual team members. Teams may form sub-committees as well based on need.

Interviews are labor-intensive. They should be conducted face-to-face and be approximately 45 minutes to one hour long. The number of interviews necessary obtain credible data will be determined. Individuals from a number of different systems, including judges from areas that do not send youth to YDC, will need to be contacted. External team members may be brought in to assist with the interviews. In fact, many groups have found it beneficial for SERESC members to conduct interviews because it eliminates interviewees feeling there is a pre-set agenda.



John Dawson once again suggested using the "Auchanbach" Child Behavior Checklist for Case Studies as this test is widely used throughout the state. Case studies can be done drawing from a variety of resources. Teaching strategies that have worked, a student's general work and progress while at YDC, etc. will be examined. The number of students used in Case Studies has yet to be determined.

Timeline:

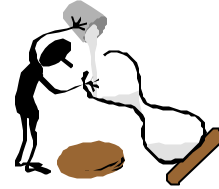


It was suggested one activity be completed prior to January 1. The bulk of the work thereafter will be done in January and February. Data will be reviewed in March and April. A final report will be written by May 30, 2000. If group leaders wish to use external team members from SERESC, they must place a check in the appropriate box on the "Timeline of Activities". Specific numbers do not need to be indicated at this time.

The following timeline was agreed upon:

- Case Studies: by 1/1/2000
- Private Facility Application: by 12/15/1999
- Surveys (In-House): by 2/24/2000
- Interviews (In-House): by 2/24/2000
- Compliance: by 1/30/2000

- Surveys (Out-of-House): by 2/24/2000
- Interviews (Out-of-House): by 2/24/2000
- Final Report & Correction Action: by 5/30/2000



Action:

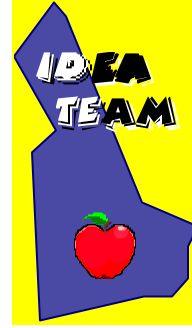
1. Team leaders will submit team member names to Rayne by 10/28/99.
2. Claire will communicate IDEA Team process at the 10/27/99 staff meeting and state that Team Leaders are recruiting volunteers.
3. The completed "Timeline of Activities" and "Focus Organizer" will be faxed to Maryclaire Hefferman @ SERESC on Friday, 10/29/99.

The meeting adjourned at 3:10PM

The next **IDEA Team Meeting** is scheduled for **11/15/99 @ 2:15 - 3:15PM.**

AGENDA

**IDEA Team Meeting
11/15/99, 2:15PM-3:15PM
YDC Staff Room**



XVIII. Review minutes of 10/25/99 meeting.

XIX. Updates from team leaders on progress to date.

- Interviews (In-House): Ann Albert
- Surveys (Out-of-House): Laurel Dudley
- Surveys (In-House): Nancy Reilly
- Interviews (Out-of-House): Jill Cohen
- Case Studies: Tracy Bellemare
- Compliance: Ann Roberts
- Private Facility Application: Claire Pstragowski/John Dawson

XX. Wrap Up. Feedback. Assignments. (Next meeting December 20)

Notes:

"What lies behind us and what lies before us are tiny matters compared to what lies within us."

- William Morrow

Source: The Master Teacher, 10/99

IDEA Team Meeting Minutes

11/15/99

Members Present: Claire Pstragowski (Co-Facilitator), John Dawson (Co-Facilitator), Ted Prizio, Ann Roberts, Tracy Bellemare, Bill Grisanzio, Nancy Reilly, Laurel Dudley, Ann Albert, Jill Cohen, Maryclare Heffernan (Technical Assistance) and Rayne Payeur (Stenographer)

Opening Remarks:

The meeting came to order at 2:20PM and previous meeting minutes were reviewed and approved.

Team Leader Updates:

The following is a brief summary of group updates:

Interviews (In-House): Ann Albert

This committee devised a set of five (5) brief questions that would enable interviewees to provide as much input as possible.

Surveys (Out-of-House): Laurel Dudley

The Out-of-House Survey Committee met on 11/4. Violetta Lortie has agreed to act as Secretary and Julia Hardy will fill in in Laurel's absence. The team discussed target populations and broke up into subcommittees. Meetings will be held the 1st Thursday of each month. The team questioned the scope of surveys being distributed. It was agreed that at least three from each category be surveyed. Maryclare stated the return rate is typically 20% if self-addressed stamped envelopes are included with the survey.

Action: Ann Roberts will provide Laurel with a list of JSO's, SPED Directors, etc. Jill Cohen will provide a list of Legislators, JSO's, Judges, etc.

Surveys (In-House): Nancy Reilly

This group is schedule to meet on Wednesday, 11/17. After some discussion, it was decided that a team member be present at cottage staff meetings to explain the significance of the surveys, distribute them and collect results. Other survey groups will be targeted at the 11/17 meeting.

Interviews (Out-of-House): Jill Cohen

This group has met twice. The group decided on face-to-face interviews with one judge from each county. Areas sending a high volume of youth will be targeted and well as some areas that do not send their youth to YDC (i.e. Durham, North Conway). Jill

showed IDEA team members a spreadsheet her group developed showing target groups to interview and questions for each.. Confidentiality issues involved in sending surveys to past and present parents were questioned.

Action: Claire Pstragowski will contact Vicki Boyd, Governor's Education Liaison, and Ann Larni, Attorney General's Office, for a legal opinion regarding interviewing parents and how far back we can go.

Case Studies: Tracy Bellemare

This group has held its first meeting and will begin case studies this week. The skillstreaming test used with the group of kids last year will be used. If that doesn't work, the Auchanbach test will be used.

Compliance: Ann Roberts

The Compliance Review date has been set for January 10 & 11, 2000. This date has been confirmed with SERESC.

Action: Contact Maryclare Heffernan with any questions regarding the compliance visit.

Private Facility Application: Claire Pstragowski

John Dawson shared Tobey's application with Claire for reference. Ann Roberts and Claire will work together on the Special Education questions that have to be in before 1/10/00. Maryclare stated a grace period could be arranged if needed.

FYI: Maryclare noted that Special Ed. Program approval information can be found on the following website: <http://www.seresc.k12.nh.us>

The meeting adjourned at 3:15PM

The next **IDEA Team Meeting** is scheduled for **12/20/99 @ 2:15 - 3:15PM.**

IDEA Team Meeting Minutes

1/24/2000



Members Present: Claire Pstragowski (Co-Facilitator), John Dawson (Co-Facilitator), Prizio, Ann Roberts, Tracy Bellemare, Bill Grisanzio, Nancy Reilly, Laurel Dudley, Ann Albert, Jill Cohen, Maryclare Heffernan (Technical Assistance)
Member Absent: Rayne Payeur (Stenographer)

Ted

Opening Remarks:

The meeting came to order at 2:25PM. Previous meeting minutes were reviewed and approved.

Review of January 10 & 11 On-Site:

Maryclare Heffernan, Ted Prizio and Ann Roberts gave an overview of the two days' activities along with their impressions and visiting teams feedback. Jill Cohen and Ann Albert provided feedback from their experiences with different team members.



Team Progress Updates:

Interviews (In-House): Ann Albert



Experiencing success with in-house interviews. Some cottages using the opportunity to voice comments and concerns not related to the focus but decidedly noteworthy. These concerns will be included in the responses and it will later be determined in the responses and it will later be determined how and who is best to deal with these issues.

Surveys (In-House): Nancy Reilly

Sub-team members were conducting the surveys. They have been going out, explaining the purpose to targeted groups, entertaining questions and leaving the surveys. It was suggested that faculty and students also be surveyed.

Surveys (Out-of-House): Laurel Dudley

Out-of-House surveys were completed and ready to put in the mail. Labels were done and only the question of stamps remained and the question of sending surveys to parents of students who have left the institution. Ted was going to check with Donna Severance about using the machine in Operations and reimbursing the Business Office. It was decided that a phone call to a parent who has a child that has left the agency (to see if they would be interested in participating in a survey) was more confidential than just sending a survey in the mail.

Interviews (Out-of-House): Jill Cohen

A few interviews were conducted in person but most are being done phone. They are moving along nicely. Generally, school comments have been very good but cottage and other comments not



over the
so good.

The meeting adjourned at 3:20PM

The next **IDEA Team Meeting** is scheduled for **3/20/2000 @ 2:15 - 3:15PM**.

IDEA Team Meeting

3/20/2000, 2:15PM-3:15PM
YDC Staff Room

XXI. Review minutes of January 24, 2000 meeting.

II. Updates from team leaders on progress to date.

- Interviews (In-House): Ann Albert
- Interviews (Out-of-House): Jill Cohen
- Surveys (In-House): Nancy Reilly
- Surveys (Out-of-House): Laurel Dudley



III. Review of final recommendations from visiting teams compliance review.

Notes:

*"What we are is what we repeatedly do.
Excellence then is not an act but a habit."
- Aristotle*



IDEA Team Meeting Minutes

5/25/2000

Members Present: Claire Pstragowski (Co-Facilitator), John Dawson (Co-Facilitator), Ted Prizio, Ann Roberts, Nancy Reilly, Laurel Dudley, Ann Albert, Jill Cohen, Maryclare Heffernan (Technical Assistance) & Rayne Payeur (Stenographer)

Member Absent: Tracy Encarnacao & Bill Grisanzio

Opening Remarks:

The meeting came to order at 2:20PM. The 3/20/2000 meeting minutes were reviewed and approved.

Final Report Work Session:

Claire distributed "Section VII – Final Report" instructions and a handwritten copy of the "Introduction" for IDEA team members to peruse. Section II will list internal and external team members and their roles. Section III will consist of meeting agendas and minutes. Section IV will include summary pages prepared by each subcommittee. The "guts" of the subcommittee's reports will be placed in the Appendix – Section IX (with the exception of case studies due to confidentiality issues). Section V is to be completed by the IDEA team today and Section VI will be finalized at a later meeting between Claire, Ted and John. The external team findings listed in the one-page compliance report will serve as Section VII and Ann Roberts will draft the Compliance Correction Action Plan for Section VIII.

Section V – Patterns and Trends:

The IDEA team focused its efforts on YDC's strengths and weaknesses that came through on the survey and interviews. Rising to the top were:

1. Public Relations
2. Communication
3. Transitioning

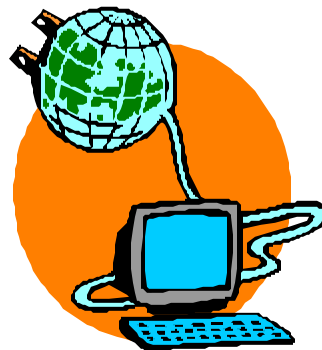
Complete listing of team observances listed on second page.

Action:

- Survey and interview results will be distributed to all YDC personnel.

IDEA team members were thanked for their participation.

The meeting adjourned at 3:35PM.



1. WEAKNESSES

COMMUNICATIONS:

- Inter-department;
- Public;
- JSO's being able to read PPR reports;
- Reports not legible;
- Not professionally written;
- Poorly documented for court representation;
- Schedules not given to JSO's in a timely manner;
- Not enough phone lines;
- Why no internet?
- E-Mail?
- Lack of updated technology
- Need more school-to-work programming & exploratory programs;
- Cottage staff disappointed to see Horticulture program disappear (lobby strong – rationale weak);
- Transitioning – No programs for 17-year olds to transition out to.
- Lack of placement/follow-up;
- Post-YDC tracking;
- Negative peer influence;
- Lack of resources agency-wide;
- No summer program – evening library hours;
- Need more anger management & social skills programs;
- Need more/stronger family counseling programs;
- Need more/stronger substance abuse programs;
- Involve parents more with growth activities (problem: kids mature – parents don't);
- Transitioning skills – need more resources;
- Limited computer use – old building;
- Align curriculum with frameworks;
- Ensure modern equipment & supplies are available;
- Need music classes (requested by youth) and languages classes;
- Lack of in-house knowledge/out-of-house PR;
- ADA issues. Need new facility so that all areas are handicap accessible;
- Consolidate to one building.

2. STRENGTHS

OVERALL:

- Parent communication;
 - School communication;
 - Vocational education programs;
 - Job Title Certificates;
 - GED;
 - Independent living skills;
 - Vocational classes connect school to world of work via worker attitudes (internally);
 - Safe, locked environment;
 - Small class sizes;
 - Successful academically;
 - Very structured, clear ideas of expectations utilizing forced behavior modification;
 - Teaching academics, social behaviors, worker attitudes;
 - Youth success was individualized dependant on community, youth and support beyond YDC;
 - Hands-on activities;
 - More one-on-one activities than in public schools;
 - Calm environment considering population;
 - Teaching staff knowledgeable about people with disabilities;
 - Well-educated, caring, dedicated staff.
-

PATTERNS OBSERVED:

- **Explore future trends in vocational programming**
- **Communication & public relations;**
- **Transition issues ;**
- **Strong student success while they are here ;**
- **Keep up-to-date in equipment & technology;**
- **Physical plant.**

ISSUES RISING TO THE TOP:

1. **Public Relations**
2. **Communication**
3. **Transition**

4. Data Reporting

**In-Service Interview Results conducted at the
New Hampshire Youth Development Center
from January through March, 2000**

Our group designed five (5) questions to address the focus question “What are the strengths and weaknesses of the YDC School Program and services and how do they need to be improved to better address academic skills, critical thinking skills, socially appropriate behaviors and transition?”

Those interviewed included residential, educational and clinical staff and administration. The purpose of these interviews was to highlight our strengths, identify our weaknesses and develop a strategy to improve our capacity to respond effectively to our special needs population.

Survey results confirmed that our educational services provide juvenile offenders with curriculum that is individualized and appropriate to student’s abilities and parallel mainstream school’s requirements. Educational staff qualifications and experience provide students with a support system that contributes to resiliency and stability. Effective communication through consistent behavioral goals is integral to a successful educational experience. Although school behavioral goals are met, the interviewees highlighted a recurring theme of non-communication beyond school hours and regarding disciplinary procedures. The inability to find time to meet with non-educational staff frequently led to inconsistent student expectations and staff frustrations. Suggestions included more collaborating time to discuss individual student’s goals and a standing multi-disciplinary board that would meet immediately following disciplinary infractions and violations. A majority of interviewees also suggested a team approach to plan a student’s reintegration into mainstream school and society.

Vocational programs, Job Certificates, General Equivalency Diplomas and Independent Living Skills are available to address societal requirements and individual learning styles. Suggestions to improve this component included more school to work programs, a liaison to develop community relationships and mandatory successful completion of a transitional living skills course. A majority saw the discontinuation of the Horticulture Program from the Education Department as having a negative impact on the entire facility.

Transition goals mirror what the U.S. Department of Justice Juvenile Justice Delinquency Prevention (OJJDP) Bulletin, “From the Courthouse to the Schoolhouse: Making a Successful Transition”, Authors Ronald D. Stephens and June Lane Arnette observed, “Lack of coordination and collaboration among school, juvenile justice systems and community social institutions has been a serious impediment to the development and delivery of effective aftercare programming for juvenile offenders ⁽¹⁴⁾.” Additional trends were validated by the interviews and the OJJDP, “Educational services provided to juvenile offenders, both within juvenile correctional facilities and outside in the community schools, must reflect current educational philosophy, curriculum content development, and instructional techniques. Instruction must be relevant to these students’ interests and needs and must allow them to make connections to real life situations. These students can profit from challenging tasks that allow them to develop problem-solving skills. They also need job skills training to prepare them for future employment. With the full support of their school and communities, they can make the transition back to school and build a future as responsible and successful adults ⁽¹⁵⁾.”

5. Patterns And Trends

6. Improvement and Implementation Plan

SECTION VI: PROGRAM IMPROVEMENT & IMPLEMENTATION PLAN

I. **GOAL STATEMENT: WE WILL IMPROVE OUR PUBLIC IMAGE BY DIRECTING OUR EFFORTS TOWARD INCREASING PUBLIC RELATIONS WITH OTHER AGENCIES AND INDIVIDUAL GROUPS THAT WE INTERACT WITH SUCH AS THE FOLLOWING:**

- Special Education Administrators
 - Vocational Education Advisory Committees
 - NH Secondary Principal's Association
 - NH School Board Association
 - NH Business Advisory Committees
 - NH Assistant Superintendent Association
 - DCYF Advisory Board
 - DYDS Advisory Board
 - County delegates
 - Representatives
 - Senators
 - J.S.O.'s
 - Lawyers
 - Judges
 - Parents
- 1) We will make our campus available for forums and meetings and we will invite these groups to attend informational sessions conducted by YDC School Dept. personnel regarding the YDC School.
 - 2) We will attempt to cater longer meetings through our Food Service Vocational Program when possible.
 - 3) We will continue to engage and encourage parents to participate in YDC activities for their children through their attendance at Open Houses, Student-of-the-Month functions, PPR meetings, IEP meetings and at our Graduation & Awards Ceremony.

This goal will be completed on an ongoing basis.

II. GOAL STATEMENT: WE WILL IMPROVE THE INFORMATION AND COMMUNICATION WITHIN OUR OWN AGENCY.

- 1) We will enlist the help of our new full-time technology person to:
 - Get everyone equipped with a computer and on-line which will help expedite communications;
 - Educate personnel on usages such as e-mail, which will improve and increase communication.
- 2) During the school year, we will hold quarterly meetings with cottage and school personnel on student/resident-related issues. These meetings will be informal and will be held in the Campus Edge.
- 3) We will attempt to engage the JSO's of our students to have more direct contact with everyday school functions such as attending IEP meetings and Student-of-the-Month functions.
- 4) We will continue to encourage and increase the number of educational staff we send to participate in other school's compliance reviews.

This goal will be completed on an ongoing basis.

III. GOAL STATEMENT: WE HOPE TO IMPROVE THE TRANSITIONING OF OUR STUDENTS BACK INTO THE COMMUNITY THROUGH THE FOLLOWING:

- 1) Increasing the involvement of all parties in the planning stage including: parents, JSO's, Treatment Dept., Residential Service Dept. and the YDC Education Dept.
- 2) Participation on the committee for the actual writing of the plan should include YDC educational personnel.
- 3) We shall attempt to increase the success rate of students transitions by placing them partially in their transition placements during their last phase of their commitment (for example letting them attend outside school or go to work from YDC). This may increase the likelihood of a smooth transition into the community.
- 4) We will attempt to track the success rate of these endeavors by creating a committee to design a system that would protect the confidentiality of our student while at the same time keeping valuable statistics on what has been successful and with what type of student. It may also help us determine future goals in this area.

This goal will be completed on an ongoing basis.

IV. GOAL STATEMENT: WE HOPE TO ADDRESS AND RESOLVE OTHER ISSUES FOR THE IMPROVEMENT OF OUR SCHOOL TO INCLUDE THE FOLLOWING:

- 1) Explore future trends in vocational programming to include the potential of compensation for participation.
- 2) Continue to address the needs of the issues of our physical plant through cooperation with YDC Commissioner Peter Favreau and our Business Administrator, Donna Severance, who continue to submit and address the plans for our new school building with letter of support from the Dept. of Education and NH Dept. of Special Education through the budget process.

This goal will be completed on an ongoing basis.

7. Findings of Compliance

8. Compliance Corrective Action Plan

8. COMPLIANCE CORRECTIVE ACTION PLAN

The correction action taken from citations are as follows:

Ed 300.504(a)(2)	The three files that were reviewed did have evidence that procedural safeguards were given to the parents on the meeting minutes and/or WPN but not on the notice of meeting.
Ed 300.347 300.138	YDC SNC will revise the IEP forms that YDC uses (state model forms) to include NHEIAP participation.
Ed 300.347 (c) 300.517	YDC SNC will revise the IEP forms that YDC uses (state model forms) to include a transfer of rights statement.
Ed 1133.06 (6)	Evidence in file. Coded 8/99 and progress report completed 11/99, 1/00 and 4/00
Ed 1109.03	Evidence in file; however, was filed with previous year IEP when transition plan was written. YDC SNC will make sure the decision to include other agencies is reviewed when the IEP is revised.

Priorities from Suggestions:

- 1) Align current curriculums to NH Frameworks. Build staff development time into calendar next year.
- 2) Transition planning.
Residential/school communication.
Community involvement prior to release.
- 3) SP-ED Consultants
Refer to job description regarding changes.
- 4) Update forms to reflect IDEA changes and offer training to Teacher Consultants.

9. Appendix

